

## ABSTRACT:

The objective of this project was to determine the best method to prepare educators and to help children whose native language is not English. The hypothesis of this project is based upon the theory that children learn best when put in a situation requiring them to communicate with others via interactive and hands on activities such as games, crafts, and books. Essentially, the theory behind the hypothesis is that if children are able to do the things they would be doing on a daily basis and are intrigued in their environment and engaged in the activities in which they are participating, they will be more likely to develop an interest and maintain their focus in adjusting to English language instruction. This research is supported by The George M. Luckey Jr., Academic Honors Program.

## HYPOTHESIS:

Native English speaking children will be more likely to adopt and maintain an interest in learning Spanish if they are exposed to interpersonal linguistic interactions in an immersive setting. Likewise, Spanish speaking students will be better able to adjust to a classroom setting if an attempted linguistic cohesion is encouraged by all students and instructors.



# Breaking the Language Barrier

By: Jessica Hall

Mentor: Dr. Philip Krummrich

Caudill College of Arts, Humanities, and Social  
Sciences: Communication, Media, and Languages



Ms. Napier's 2<sup>nd</sup> Grade Class at Clearfield Elementary School



## FUTURE IMPACT:

My hope for the future of the research conducted throughout the duration of this project is that our educational system will be better equipped to instruct non- native English speaking students by implementing basic Spanish language (and potentially other foreign languages) instruction into daily conversation and activities.



@jess\_hall14



@jesshall\_14

## PROCESS:

Throughout the duration of this project, immersive semantic tools such as reading books, listening to Spanish songs, and the additional implementation of other various linguistic techniques were utilized in order to encourage the memorization and application of the newly learned words and phrases.

## OBSERVATIONS:

I had the opportunity to work with a classroom in two different school districts with varying demographics. Both groups of children responded similarly. However, one class had been receiving Chinese language instruction for nearly 8 months. The students in that classroom seemed to be more receptive to the idea of learning Spanish as a foreign language. Additionally, the children in the classroom receiving Chinese language instruction appeared to more easily form linguistic connections and remember new words and phrases.

Initially, I had anticipated that the demographics of the various school systems might play a role in the reinforcement and stimulation of the newly learned language skills at home, and in turn, the memorization skills and development of the students' language learning abilities. It now appears that my original idea may prove incorrect. I am beginning to think that students and instructors with prior exposure to a non- native language may be more receptive to learning Spanish as a second language in school. It also appears as if music is an effective way to gain the attention, interest, and introduce new vocabulary.